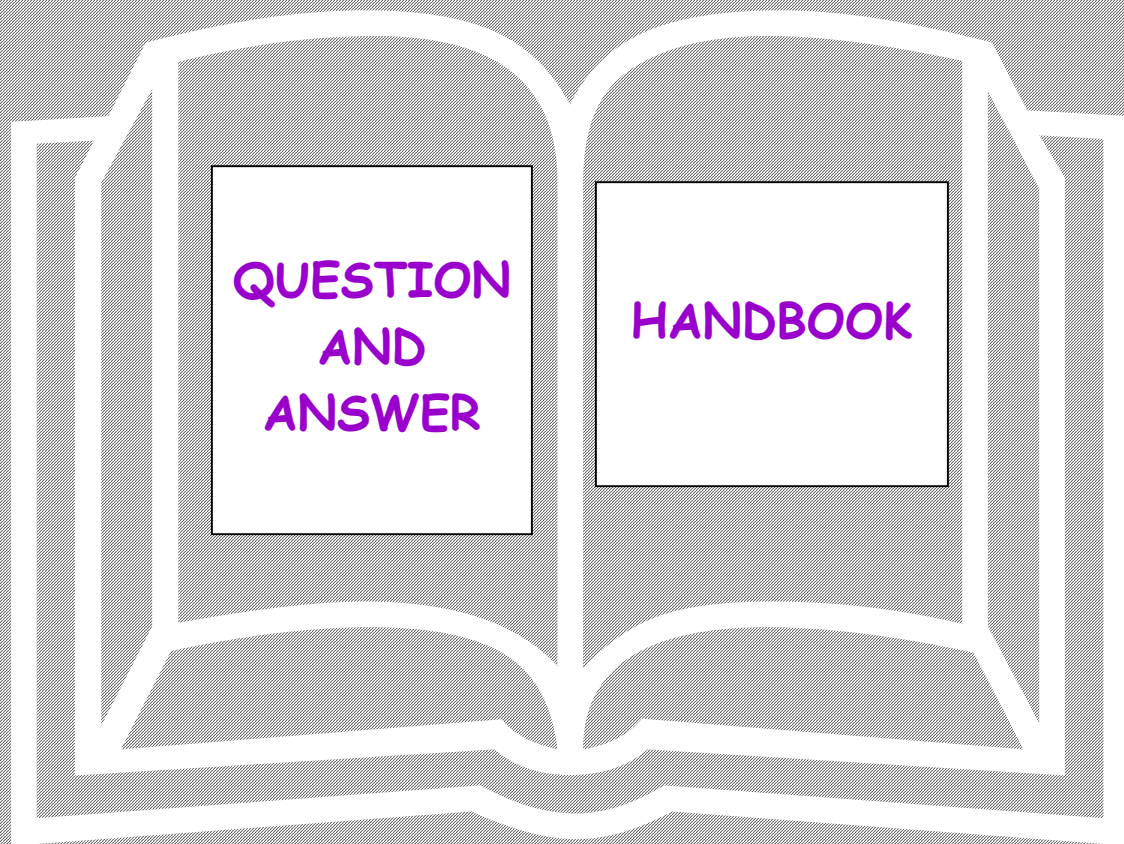


PROFESSIONAL DEVELOPMENT



Division of Leadership Development & Instructional Support
Office of School Improvement
Kentucky Department of Education
502-564-4201

Updated: July, 2005

Professional Development Defined

High Quality professional development is defined in 704 KAR 3:035 Section (1) (1) as “those experiences that systematically, over a sustained period of time, enable educators to facilitate the learning of students by acquiring and applying knowledge, understanding, skills, and abilities that address the instructional improvement goals of the school district, the individual school, or the individual professional growth needs of the educator”. These requirements can be found in KRS 156.095 (<http://www.lrc.state.ky.us/kar/156%2D00/095.pdf>), 704 KAR 3:035 (<http://www.lrc.state.ky.us/kar/704/003/035.htm>), and KRS 158.070. (<http://www.lrc.state.ky.us/krs/158%2D00/070.pdf>)

Duties of the district professional development coordinator shall include:

- (a) Conducts the district professional development needs assessment;
- (b) Coordinates the intra-district alignment of goals, objectives, and activities for professional development;
- (c) Provides technical assistance to school councils, staff and professional development committees in the alignment of professional development activities with school goals as identified through the local school planning process;
- (d) Disseminates professional development information to school councils, staff members, and professional development committees;
- (e) Coordinates the planning, implementation and evaluation of the district professional development program which is aligned, supportive, and developed in conjunction with local school plans;
- (f) Upon request by a school council or school staff, provides technical assistance on the evaluation and coordination of school-based professional development activities;
- (g) Coordinates the establishment of local policies, procedures, timetables, preparation of necessary forms and letters, assignment of workshop sites and all other practical elements of professional development training, including fiscal management;
- (h) Maintains, verifies and, when appropriate, submits district and school professional development records, documentation, and other pertinent information to the Department of Education;
- (i) Explains the district's professional development programs' objectives, results, and needs to school professionals, district staff, the board members, civic and parent groups, teacher training institutions and others as requested; and
- (j) Maintains a professional contact with the Department of Education and other agencies involved in providing professional development activities.

Professional Development Opportunities

There are many providers of professional development across the state, region, and nation. As stated above, one of the duties of the professional development coordinator is to assist schools in locating high quality professional development. In addition to the professional development coordinator, districts can find assistance in planning their professional development programs by going to their local [Kentucky Education Cooperatives](#) or by contacting the KDE [Achievement Gap Coordinators](#) in your area.

Funding Q & A

1. What is the formula for funding professional development?

Answer: The basic formula is \$23.00 per student based upon the previous year's superintendent's annual attendance report of average attendance - SAAR Summary Report (ADA).

2. How do school districts know how much goes to each school?

Answer: Under KRS 160.345 (8) (<http://www.lrc.state.ky.us/krs/160%2D00/345.pdf>), schools receive professional development money as follows: "included in the school council formula shall be an allocation for professional development that is at least sixty-five percent (65%) of the district's per pupil state allocation for professional development for each student in average daily attendance in the school." The school district will receive an award letter based on the previous years' estimated ADA.

3. Can the district purchase a filing cabinet out of district funds for the purpose of storing professional development records/paperwork?

Answer: Yes, this purchase can be made from 35% of the district's professional development allocations, but must be restricted to the 15% for administration cost.

4. What percentage of the 35% professional development allocation to districts can be used under the administration codes?

Answer: 15% of the 35%.

5. Can fees required for consortia or cooperative membership be deducted from the total professional development allocation before individual schools receive their sixty five percent (65%)?

Answer: Membership fees are to be paid from the district's 35% allocation, unless school councils consent to contributing a portion of the school's professional development allocation. These fees can't be deducted from the 65% allocation amount prior to being allocated to schools. School councils may consent to contributions being made from their professional development allocations.

6. Can a planning consultant be paid from professional development funds?

Answer: No.

7. Can professional development funds be used if teachers become trainers in KDE programs?

Answer: Yes, if those programs are aligned with school or district goals, and the training is to be conducted in the school or district. No, if the new skills are not connected to needs of the local plan.

8. Can the required training for School Board Members be paid for out of professional development funds?

Answer: No.

9. May professional development funds be used to pay teachers for follow-up sessions/ experiences related to earlier professional development training?

Answer: Yes, this is an effective use of the training model and is encouraged.

10. When can classified personnel use professional development money?

Answer: KRS 156.095 Section (5) (c) (<http://www.lrc.state.ky.us/statutes/156%2D00/095.pdf>) states: "State funds allocated for professional development may be used to support professional development initiatives that are consistent with local school improvement and professional development plans and teachers' individual growth plans. The funds may be used throughout the year for all staff, including classified and certified staff and parents on school councils or committees."

The key is that the funds are to be used to meet identified school improvement needs. Appropriate expenditure of funds would support professional development initiatives where they play a definitive role in addressing the plan for school improvement and the training that they receive would directly impact student achievement according to the identified need.

11. Can professional development funds be used to pay for STI training?

Answer: Technical training on the operation of STI or any other management software (e.g. MUNIS) is not an appropriate expenditure of state professional development funds because it focuses on the implementation of an operational program. These operational trainings are not initiatives that enhance instructional strategies or student performance.

12. Can instructional software be purchased using professional development funds?

Answer: Yes; if used in the training activities described in the Comprehensive School Improvement Plan.

13. Can district administrators be reimbursed for mileage from school to school out of professional development funds?

Answer: No

14. Can schools request more than 65 percent of the districts' allocation?

Answer: Yes, but districts determine if the request is honored or denied.

15. Can the 15% for administrative costs be used to pay a portion of the professional development coordinator's salary?

Answer: Yes. However, only for the percent of time spent directly coordinating the district's professional development.

16. Can membership to professional organizations be paid out of professional development funds?

Answer: Possibly. Dues that lead to reduced rate for training events may be paid out of professional development funds, provided the events meet identified needs. These memberships should be for entire schools or districts so that all faculties can participate. Dues to organizations that do not provide professional development experiences or provide only single membership, even if professional in nature, are seen as an individual responsibility and would not be an appropriate use of professional development funds.

17. Is it permissible for schools to manage their own accounts?

Answer: *Schools* aren't given funds. Districts allocate the use of funds to schools and establish tracking procedures.

18. May professional development funds be used to employ a demonstration teacher?

Answer: Yes, if this is indicated to support a particular goal or initiative of the school or district.

19. May professional development funds be used to hire substitutes?

Answer: Yes, this is a local district decision and should support the goals of professional development outlined in the school plan.

20. May professional development funds be used to pay stipends to staff attending training sessions outside the 4-day professional development requirements?

Answer: Yes, professional development money may be used to pay stipends to staff attending training sessions outside the 4-day professional development requirements. Stipends cannot be paid for attending training that occurs within the 185-day calendar, unless it is after school hours. That would be double-dipping.

21. Are teachers allowed to receive professional development stipends for training on days in which they receive credit for a professional development day?

Answer: No, this would be double compensation for the same day and it is not allowed.

22. May professional development money be used to purchase participant materials?

Answer: Yes, professional development funds may be used to purchase materials to be used in the actual training. Other fund sources may also be used and should be considered during the planning process and integrated to increase the leverage of the programs.

Planning Q & A

1. Would staff work on a report card qualify as an appropriate professional development activity under the category of "planning" and/or "curriculum development?"

Answer: Yes, if it is a part of the school plan and results in a product (outcome) that is used by the school. No, if by "work on a report card" means recording grades or narrative comments.

2. Is job shadowing an appropriate professional development session/experience?

Answer: Job shadowing is an appropriate professional development session/experience. This must support an identified professional development goal.

3. Are sports clinics or athletic seminars appropriate for professional development?

Answer: No, the 24 hour professional development requirements and state funds allocated for professional development are for experiences that shall, "Be related to teachers' instructional assignments and administrators' professional responsibilities. Experiences shall support the local school's instructional improvement goals;" and "Be aligned with the school or district improvement plan or individual professional growth plans of teachers." 704 KAR 3:035(4)(2) (<http://www.lrc.state.ky.us/kar/704/003/035.htm>).

4. What are the guidelines for belonging to a consortium?

Answer: Districts are not required to be in a professional development consortium; however, they may belong under Interlocal Cooperative Agreements. In many cases, this option continues to be a viable means of getting effective, cost efficient programs.

5. Are districts responsible for permitting/not permitting flexible activities?

Answer: Flexible professional development is a local district decision that may be identified in the district plan.

6. Are flexible professional development days still approvable?

Answer: The Board has final say as to whether or not a flexible schedule is allowable. KRS 158.070 (3)(b) (<http://www.lrc.state.ky.us/krs/158%2D00/070.pdf>) states, "A local board **may** approve a school's flexible schedule."

7. How are professional development needs determined at the school or district level?

Answer: The planning guidelines require a needs-assessment process that includes analyzing school and district data as well as individual professional growth plans and other sources to determine needs for professional development. These needs also grow out of the identified academic content goals for students. Any time there is a need to change practice, there is a need for professional development.

Training Approval

1. Can teachers preview and select software and have that time count as professional development hours?

Answer: No

2. Can clerical personnel in the school or district office use professional development funds to attend training appropriate to their responsibilities (ex. computer training)?

Answer: No. KRS 156.095 (5) (<http://www.lrc.state.ky.us/krs/156%2D00/095.pdf>) (c) addresses the use of professional development funds. It outlines who may use those funds and specifically states that use of professional development funds must support professional development initiatives that are consistent with local plans.

3. Can a teacher present a professional development session that counts toward the required professional development hours?

Answer: Districts have the responsibility of approving professional development hours accumulated by their staffs. Should the district choose to approve the hours a teacher serves, as a trainer for a professional development program, said teacher should not receive a stipend for program delivery. While professional development might be awarded for the hours spent preparing the training session, guidelines for acceptable professional development activities would have to be followed.

4. Can virtual professional development activities be incorporated into individual/district professional development plans?

Answer: Yes. However, it would be expected that the parameters set for approval/inclusion of virtual professional development in school and district plans would be consistent with those found in 704 KAR 3:035(1)(1) (<http://www.lrc.state.ky.us/kar/704/003/035.htm>).

5. Can staff participating in workshops less than six (6) hours in length have these accumulated to satisfy the four (4) day professional development requirement?

Answer: Yes, with local board approval. Credit for approved professional development activities may be accumulated in periods of time other than full day segments. KRS 158.070 Section 2 (3) (b) (<http://www.lrc.state.ky.us/krs/158%2D00/070.pdf>) states, "A flexible schedule option shall be reflected in the school's professional development component with the school improvement plan or consolidated plan and approved by the local board".

6. Can teachers be paid a stipend out of professional development funds to work on grant writing during the summer?

Answer: No. The activity is not related to enhancing job skills or improving student performance.

7. Can parent teacher conferences count as professional development?

Answer: No. However, parent-teacher conferencing skill development is permissible as professional development 704 KAR 3:035(4)(9) (<http://www.lrc.state.ky.us/kar/704/003/035.htm>).

8. May professional development money be used to pay for the instructional leadership (42) hour program?

Answer: Yes, professional development funds from the district's 35% allocation can be used for this purpose. A school council **could** (though not likely) also approve using school professional development funds for principal, assistant principal or counselor to attend EILA programs.

9. Are flexible professional development activities such as the KY Educational Technology Conference, music workshops still acceptable?

Answer: This is a local district decision. Activities approved for professional development credit at the school or district level should support the school/district comprehensive improvement plan.

10. Are assessment activities considered “acceptable professional development?”

Answer: Yes, if the activity is a facilitated learning experience of how to do assessment, design assessment strategies, or assess portfolio exhibits. Scoring portfolios as a part of the training activity is acceptable. However, scoring portfolios in isolation is not an acceptable professional development activity.

Evaluation

1. Are there provisions for quality assurance in the selection of professional development vendors?

Answer: The district, and consortium, if applicable, are to establish quality assurances for vendor selection based on the standards included in 704 KAR 3:035 (3) (6) (<http://www.lrc.state.ky.us/kar/704/003/035.htm>). The district, however, should document that process.

2. If schools conduct their own staff development, who is responsible for monitoring the process?

Answer: The school district is responsible for monitoring.

3. How long are professional development coordinators required to keep professional development plans at the central office?

Answer: Districts are required to keep the professional development plans for five years. See Public School District (K-12) Records Retention Schedule, L4412 series, page 78, <http://www.kdla.ky.gov/recmanagement/schedules/kypubschooldistrict.pdf>

4. How should schools and districts evaluate professional development?

Answer: According to the federal definition of high quality professional development in the No Child Left Behind legislation “Professional development includes activities that as a whole are regularly evaluated for their impact on increased teacher effectiveness of the evaluations used to improve the quality of professional development.” This requires that in addition to evaluating the quality of individual activities professional development should be viewed as a program targeted to meet school and district student achievement goals.” Professional development should be evaluated as a program regularly to determine if it is making an impact on student achievement.

Miscellaneous

1. What is the time frame for completing the 24 hours of staff professional development during a given school year?

Answer: Professional Development calendar year -July 1 to June 30. Professional development activities may begin for the next school year after all closing activities are completed for the current school year provided the district is on a flexible calendar.

2. Where are the roles and responsibilities of the local professional development coordinator defined?

Answer: Reference Section (5) (2) (<http://www.lrc.state.ky.us/kar/704/003/035.htm>).

3. What is accepted as quality professional development?

Answer: Acceptable professional development activities are identified in 704 KAR 3:035 Section (4) (10) (<http://www.lrc.state.ky.us/kar/704/003/035.htm>), KRS 156.095 (5) (<http://www.lrc.state.ky.us/krs/156%2D00/095.pdf>) (a); additionally, the eleven professional development standards by which activities are to be measured can be found in (3) (1-6) (10).

4. If a program is approved for credit in the Instructional Leadership (42 hour) Program, may a teacher who participates in that training be awarded professional development credit?

Answer: That is a local district decision. However, all professional development activities should support the school's improvement plan or an individual's professional growth plan.

5. What is considered high quality professional development?

Answer: High quality professional development activities are those that are clearly connected to the school/district improvement plan, or Individual Growth Plan (IGP), which were identified through a needs assessment process. Isolated events that are not connect to school/individual improvement plans and do not include follow-up do not meet the criteria for high quality professional development.

6. Is watching videos considered high quality professional development?

Answer: Only if the content of the videos clearly supports the individual /school district improvement plans and the knowledge gained advances improvement goals. Simply watching videos to meet the 24-hour requirement is not high quality professional development.

Additional Information

Additional training, forms and programs related to those involved in professional development are below:

Professional Development

(<http://www.education.ky.gov/KDE/Administrative+Resources/Professional+Development/default.htm>)

The main professional development website that features links to: “Professional Development Opportunities,” “Resources for Professional Development Coordinators,” and “Miscellaneous Professional Development.”

Contacts: [Orin Simmerman](#), [David Cook](#), or [Debbie Daniels](#) 502.564.4201

School Based Decision Making

(<http://www.education.ky.gov/KDE/Administrative+Resources/School+Based+Decision+Making/default.htm>)

School Based Decision Making is the required decision making method for most of Kentucky's schools. Beginning in 1990 with the Kentucky Education Reform Act, this research based decision making strategy is a tool used in Kentucky schools to create conditions at the school level that will help all students reach proficiency by 2014.

Contacts: [Cheri Meadows](#), [Judith Littleton](#), or [Erin McGee](#), 502.564.4201

Effective Instructional Leadership – EILA

(<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Leadership+and+Evaluation/Effective+Instructional+Leadership+/default.htm>)

School Improvement provides a data-driven, research-based framework for defining goals and objectives for improving student learning and for selecting and implementing strategies to improve the instructional and organizational effectiveness of every school.

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State Action for Education Leadership Project – SAELP

(<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Leadership+and+Evaluation/State+Action+for+Education+Leadership+Project/default.htm>)

The Kentucky SAELP Grant is being implemented by the Kentucky Educational Leadership Consortium.

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